

Accessibility plan

Partington Central Academy



Approved by:	Mr G Devlin, Chair of Governors, PLP	Date: 03/01/2019
Last reviewed on:	03/01/2019	
Next review due by:	03/01/2021	

Partington Central Academy Accessibility Policy and Plan.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

2. Vision and Values

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Partington Central Academy, we believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We have high expectations of all pupils and aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school. We want school personnel to know the importance of the work they do and derive a sense of fulfilment from their work in school, but above all we want them to feel valued by everyone in the school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary to ensure it is reflective of the needs of our school community.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality objectives
- Special educational needs (SEN) information report
- Medical policy

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a broad and balanced curriculum for all pupils, differentiated to meet the needs of all pupils.</p> <p>We provide additional/alternative resources to ensure to enable all children to access and participate in the curriculum and wider school life, incorporating advice from other professionals where necessary.</p> <p>We have high expectations of all teaching staff to plan for and deliver high standard 'Quality first Teaching', differentiating and adapting their everyday practice to accommodate the needs of individuals/groups.</p> <p>Additional support, in the</p>	<p>To ensure that teaching and learning across the curriculum reflect equal opportunities for all pupils.</p> <p>To Ensure that actions are taken to remove barriers to learning for individuals/groups of pupils.</p> <p>To ensure pupils with additional needs receive the necessary</p>	<p>Teaching and support staff will ensure that the needs of groups and individuals are identified in planning.</p> <p>Teachers and support staff will ensure that pupils with additional needs/disabilities access the resources/support/intervention they require to enable them to access the curriculum and make progress towards their individual targets.</p> <p>School staff will ensure any additional/alternative resources are available and in working order.</p> <p>SENCO/Teaching staff will access the needs of new pupils on entry and make arrangements for any necessary adaptations/adjustments to the environment/curriculum</p>	<p>Head Teacher/SENCO/All Teaching and support staff.</p> <p>Teacher/SENCO/All Teaching and support staff.</p> <p>SENCO/Teaching Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All pupils will be able to access a broad and balanced curriculum.</p> <p>All pupils will be able to access school facilities and extra-curricular opportunities.</p> <p>All pupils will make good progress from their individual starting points.</p> <p>Adjustments/alternative resources will be available to identified pupils.</p>

	<p>form of internal/external intervention or additional adult support, is provided to pupils with additional needs and/or disabilities to enable them to access the curriculum and make good progress.</p> <p>Staff are provided with advice/support to adapt the environment, curriculum and resources by the SENCo and external Education and Health professionals where necessary.</p> <p>All children are monitored and assessed regularly and targets are set in line with their current abilities.</p>		<p>and/or support.</p> <p>SENCO will refer children for further assessment if they are having difficulties accessing the curriculum/environment.</p> <p>SENCO/External services will provide support/advice and training to ensure teachers and support staff can adapt the environment/curriculum to meet the needs of all pupils.</p>	SENCO	Ongoing	Pupils experiencing difficulties accessing the curriculum or environment will be assessed by a range of professionals, where necessary and adaptation/adjustments made to overcome these barriers.
Improve and maintain access to the physical environment	<p>Our school environment is reflective of the needs of our pupils. The environment is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Hand rails/handles where necessary. • Disabled parking bay • Disabled toilet • Resources and shelving at 	<p>To enable all pupils/parents/carers/staff to access the school building and facilities.</p> <p>To enable all pupils to access resources to support their learning.</p>	Adaptations to the environment/curriculum will be made in line with the needs of our pupils.	Head Teacher/SENCO/Estates Team	Ongoing	All members of the school community will be able to access the school building and facilities safely and with ease.

	<p>accessible height.</p> <ul style="list-style-type: none"> • Adjustments made to seating/classroom layout. • Ramps to accessible classrooms. • Dropped curb at school entrance. <ul style="list-style-type: none"> • Lighting 	<p>To create a safe stimulating environment free from lighting that may increase visual stress.</p>		<p>Head Teacher/Dean Trust Estates Team</p> <p>Head Teacher/Dean Trust Estates Team</p>	<p>July 2018</p> <p>Sept 2018</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Multi-sensory teaching methods. • Visual timetable/Illustrated timetables and vocabulary sheets. • Readers (where appropriate). • Adaptations to 	<p>To enable all pupils/members of the school community to access information.</p>	<p>School staff will adapt the delivery of information to reflect the needs of groups/individuals.</p> <p>Planning will reflect the needs of individual pupils/groups.</p> <p>Teacher will plan and adapt their delivery of information to reflect the needs of pupils within their classes.</p>	<p>Head Teacher/SLT/SENCO/All Teaching and support staff.</p>	<p>Ongoing</p>	<p>All members of the school community will be able to access information in a medium suitable to their needs/abilities.</p>

	<p>Interactive TV/Whiteboards/texts to alleviate visual stress.</p> <ul style="list-style-type: none">• Where appropriate offer access to translators.					
--	--	--	--	--	--	--

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story building, with two ramp accessible classrooms outside of main building.	None		
Corridor access	Wide corridors – suitable for wheelchair use.	Keep corridors free from clutter and obstructions.	All Staff	Ongoing
Lifts	NA			
Parking bays	1 disabled parking bay in carpark.	Curb at front of school entrance to be dropped to enable access for those with physical disabilities/wheelchair users.	Head Teacher/Estates Team	Sept 2018
Entrances	Main entrance is wheel chair accessible. One step entrances/exits to playgrounds from classrooms, some with additional hand rails where necessary. Currently reflective of the needs of pupils/members of our school community.	Adaptations to be made as necessary to reflect the needs of members of our school community.	Head Teacher/SENCo/Estates Team	Ongoing

Ramps	There are ramps to two accessible classrooms outside the main building. The main entrance is accessible but curb outside needs to be dropped.	Curb at front of school entrance to be dropped to enable access for those with physical disabilities/wheelchair users.	Head Teacher/Estates Team	Sept 2018
Toilets	1 accessible toilet in main building with support rails.	Toilet must be kept clear of clutter/obstruction	Site Staff/Estates.	Ongoing.
Reception area	Foyer is fully accessible, window to reception at accessible height.	Area to be kept free of clutter and obstructions.	Site staff/Estates	Ongoing
Internal signage	Signage is clear and concise.	Staff to regularly check signage around school is clear and visible to all – particular attention should be paid to emergency exits and fire procedures/exits.	Site Staff/Estates	Ongoing
Emergency escape routes	Emergency escape exits are signed and clear of obstructions. Regular emergency drills ensure all members of school community know and follow procedures and routes for emergency evacuation	Staff to ensure all emergency exits are clear of obstructions at all times.	All Staff	Ongoing